

Scenario 1

Large second year course (400 students) in quantitative discipline: 1 hour lecture followed by 1 or 2 hour class (which might traditionally be taught the following week).

This timetable is for a period of learning from the introduction to each week's topic and the output expected of students.

Week 1	Teacher activity	Student activity	Learning
Monday	<ol style="list-style-type: none"> 1. Provide an introductory post or video to the topic on the Moodle forum.¹ 2. Moderate the forum. 	Asynchronous <ol style="list-style-type: none"> 1. Students post any general questions about the topic to the forum. 	
Tuesday			
Wednesday	<ol style="list-style-type: none"> 1. Post resources on this week's section on Moodle. For example: <ol style="list-style-type: none"> a. A 'lecture' recorded in Echo360 This could be either²: <ol style="list-style-type: none"> i. A 15 minutes summary of the key learning points ii. 12 minute segments with activities for the students to complete after each segment iii. A standard lecture with activity breaks built in students to complete activities. b. A problem set for students to work through on their own 	Asynchronous <ol style="list-style-type: none"> 1. Students watch lecture. 2. They post their answers to the question on the forum. 3. Students work through the problem sets. They send them to the teacher prior to the synchronous session. 	Acquisition Discussion Practice Production
Thursday			
Friday			

¹ Preparation of materials/resources for Moodle can be done in advance. They can be made visible to students either by date or when student has completed a certain activity for further guidance contact your [Eden Digital department adviser](#).

² For further ideas and guidance about pre-recorded content, please see [Creating and using pre-recorded content](#)

Week 1 continued	Teacher activity	Student activity		Learning
Monday	1. Plan your synchronous sessions, taking into account the student responses to the problem sets.			
Tuesday	1. Facilitate online Zoom and on-campus sessions. These could include: <ul style="list-style-type: none"> a. Go through the main misconceptions arising from the problem sets, using the saved Zoom whiteboard or writing on the class whiteboard b. Set related problem sets for students to work through in class. c. Look through student responses using a sharing app e.g OneNote. Ask particular students for an explanation of their answer and working-out. d. Facilitate a question and answer session 	STUDENTS ONLINE³ <ol style="list-style-type: none"> 1. Students listen to overview of misconceptions and explanation of solutions. They raise questions via Zoom or in the Chat function. 2. Students work through problem sets on an individual basis, working on paper. They take a photo of their working and upload it to a sharing app e.g OneNote. 3. Selected students explain their answer. 4. Students ask questions about the answers. 	STUDENTS ON CAMPUS⁴ <ol style="list-style-type: none"> 1. Students listen to overview of misconceptions and explanation of solutions and raise questions. 2. Students work through problem sets on an individual basis, working on paper. They take a photo of their working and upload it to a sharing app e.g OneNote. 3. Selected students explain their answer. 4. Students ask questions about the answers. 	Acquisition Practice Discussion

³ For further ideas and guidance – [Synchronous learning activities using Zoom](#)

⁴ For further ideas and guidance – [Preparing for physically-distanced learning and teaching](#).